



Implementing the Findings of Research: Bridging the Gap Between Knowledge and Practice

Title I Parent Involvement Meeting

Embassy Suites~Greensboro

Tuesday, October 30, 2012

1:00 – 4:00 PM

**“A pessimist sees the difficulty
in every opportunity; an
optimist sees the opportunity
in every difficulty.” ~Winston
Churchill**

Today's Focus

- Our focus will include research and activities beyond Section 1118 of the Elementary and Secondary Schools Act to engage stakeholders as partners to ensure student achievement. This conversation will center around **Implementation Science** and how to effectively move research into practice.

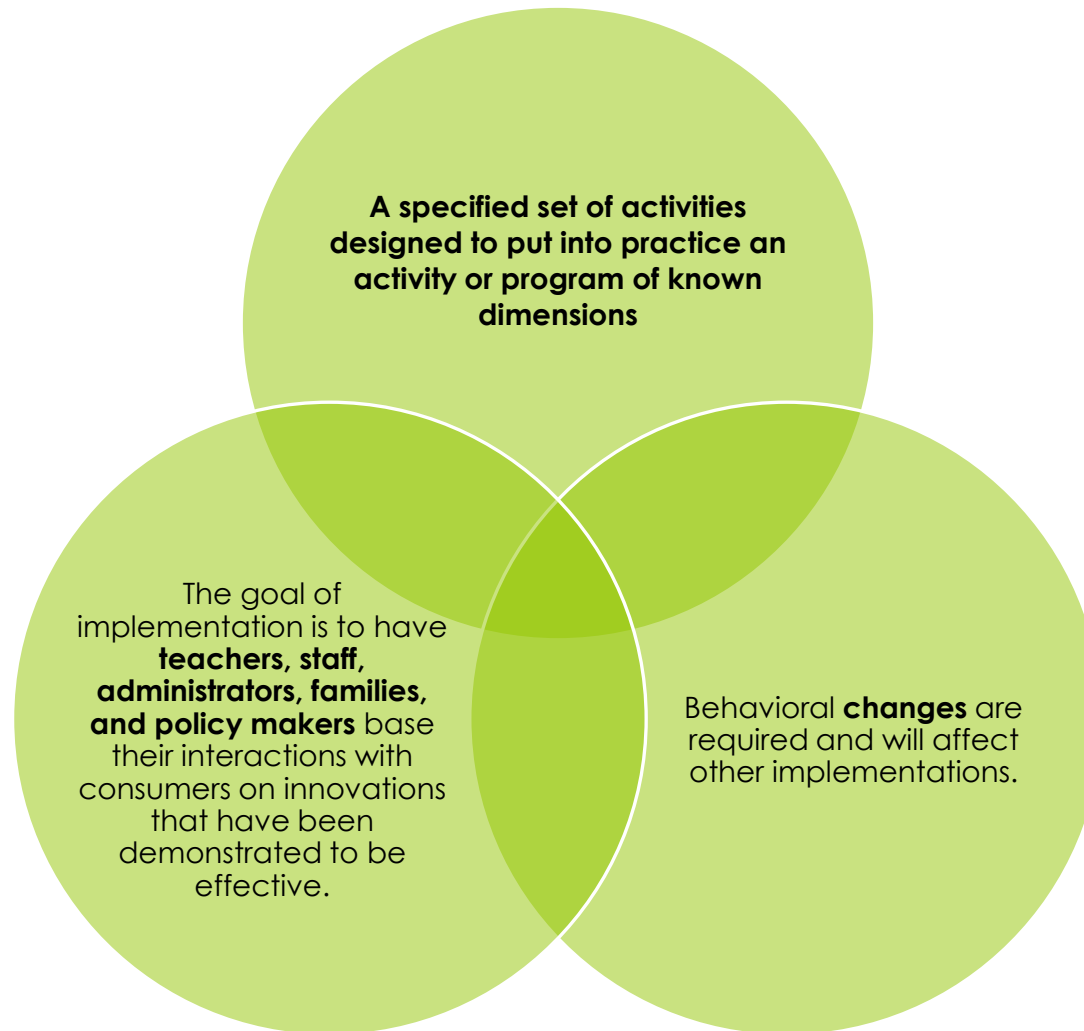
Social Style Activity

It is...	It is NOT...
Behavioral Preference Indicator	Used to identify learning styles
Applies in both Work and Personal Settings	The Meyers-Briggs
Simple to understand and use	A personality test
Has a 50 year history in business	

How could you use this activity with your schools, families, and community partners?



Implementation Science



Initial Conclusions to Research?

In any program across health, human services, education, business and manufacturing....

Information dissemination alone is ineffective
aka~Paper Implementation

- For example: Research literature, mailings, practice guidelines

Training alone is ineffective

Reasons NOT to Implement

Funding was available

Government or district has mandated this change

We want to seem progressive, so we adopt an idea

Implementation under these conditions almost never work and the ones that are, are rarely sustained.

The Science of Implementation

An “**intervention**” is one set of activities

- What we do with students. This can be the teacher.

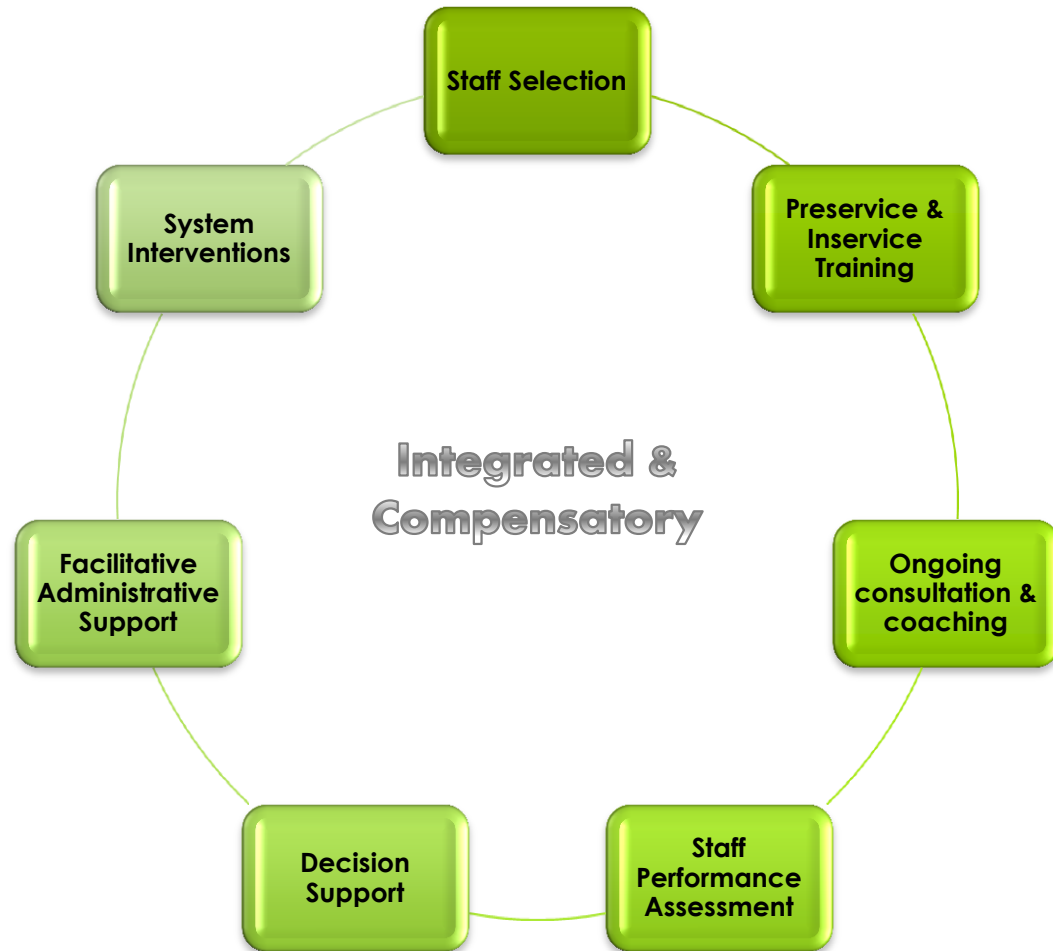
“**Implementation**” is a very different set of activities.

- What we do with staff so they can effectively teach their students.

Leadership teams and principals must hold both of these concepts and issues simultaneously

- Behavior changes created and supported by core implementation components or “drivers”

What are the core components or implementation drivers?

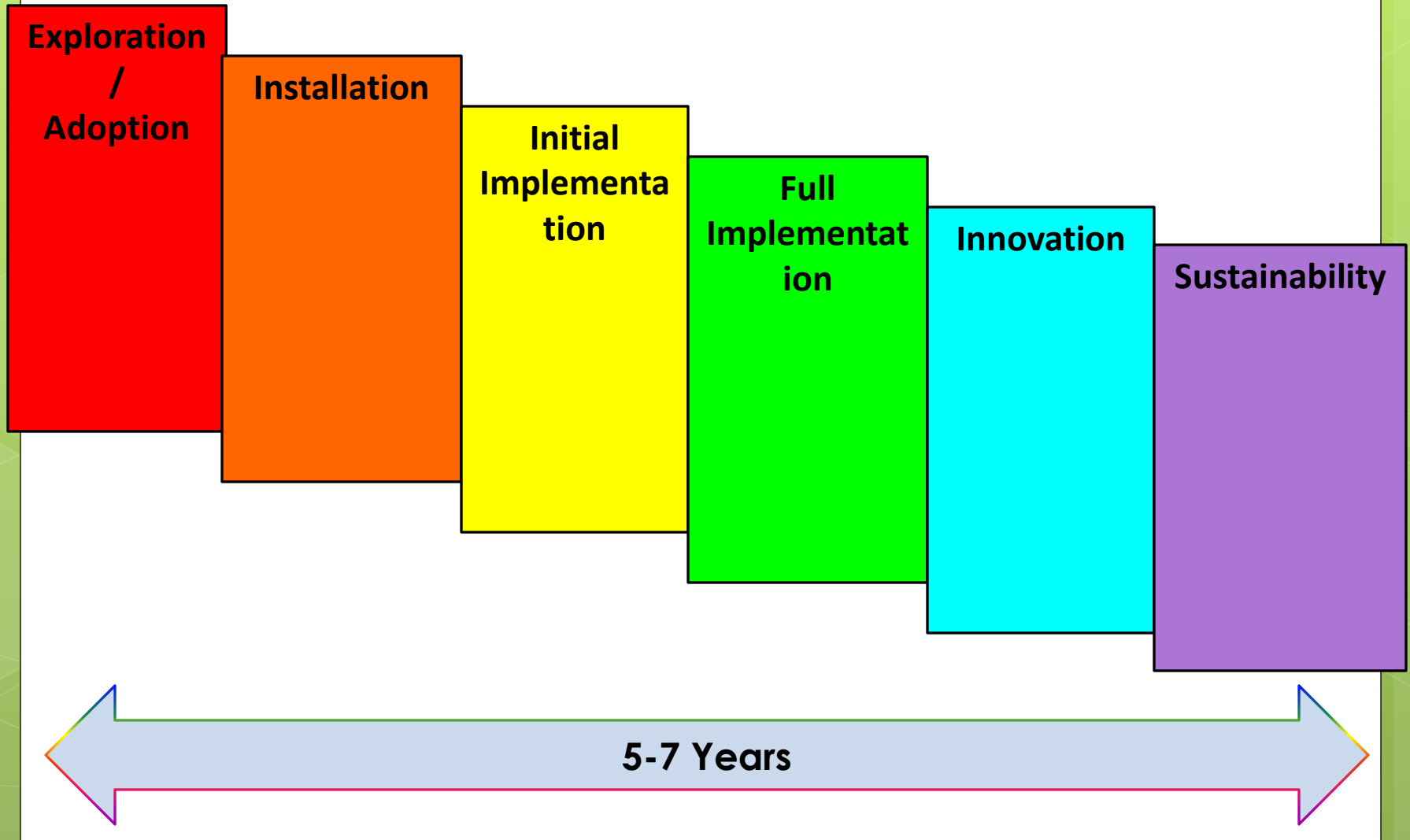


Implementation Science

INTERVENTION		IMPLEMENTATION	
		Effective	NOT Effective
INTERVENTION	Effective	Student & Family Benefit	Poor Outcomes
	NOT Effective	Poor outcomes	Poor outcomes

Wallace, F., Blasé, K., Fixsen, D., Naoom, S. (2008). Implementing the Findings of Research: Bridging the Gap Between Knowledge and Practice. Educational Research Services, Alexandria, VA.

Stages of Implementation



Exploration and Adoption

- A Purveyor or Purveyor group assesses potential match between innovation and practice and needs and resources
- Very important stage
 - Expose stakeholders to new innovation
 - Build constituencies commitment
 - Make decisions regarding adoption
 - Begin planning
 - Review current conditions, resources
 - Establish capacity

*A vote for **adoption** does not necessarily translate into a yes vote to **implementation**.*

Installation

- Decision is made in the Exploration and Adoption stage to chose the Intervention/Program
 - Organization changes to support structural supports neccesary to initiate change
- Resources are being spent but “nothing is happening”

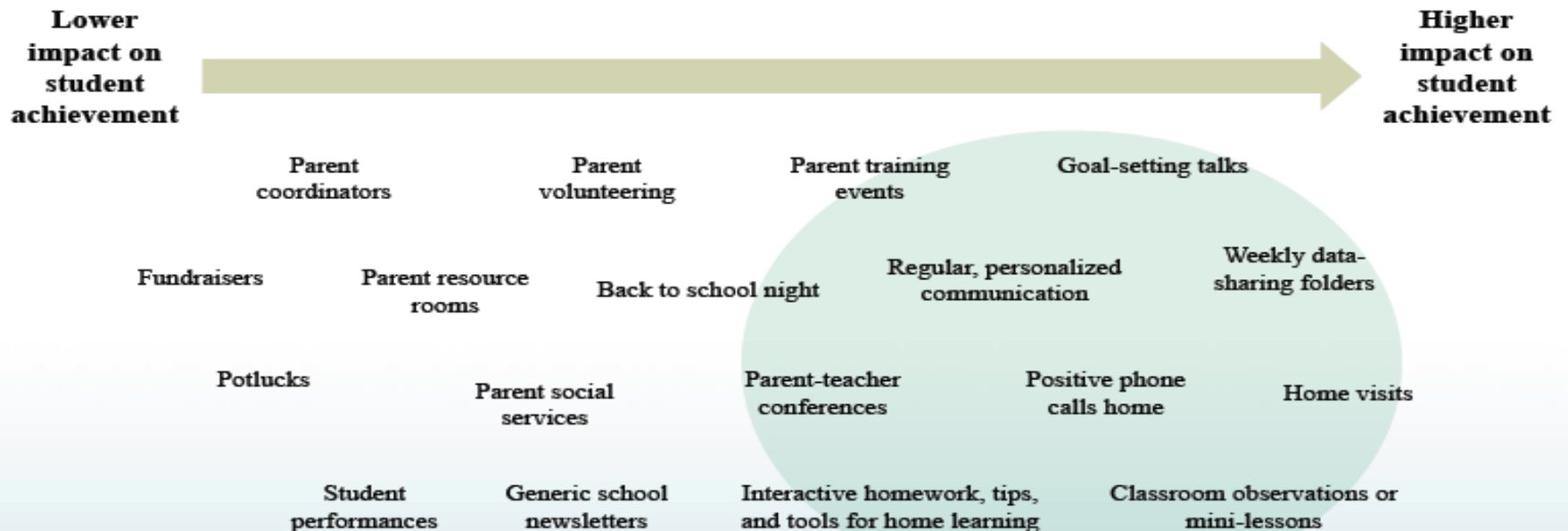
Initial Implementation

- Stakeholders experience some aspect of the intervention/program
 - Most vulnerable when first tried, it's CHANGE
- Sufficient time for teachers, staff, families and administrators to learn new roles
- Recognize “Achievement Variability”

WEBINAR SERIES

Achieving Excellence and Innovation in
Family, School, and Community Engagement

Applying Research to Practice



http://www.nationalpirc.org/engagement_webinars/archive-webinar4.html

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Innovation Conversation

Authentic Relationship Activity Handout

Values & philosophy of program and stakeholders matching?

Implementation Conversation Handout

- What essential functions must be present to implement?

Report Out Poster Paper

Full Implementation

- Implemented program/innovation is fully operational with all of the other influences
 - Innovation is carried out with proficiency and skill
 - System Supports are in place
 - Community has embraced and adapted
 - Fidelity measures are developed to assess performance
- It is considered “business as usual”

Innovation

- Implementing the innovation with fidelity
- Then, refine and expand practices and program
- ◆ “Program drift” – program no longer resembles original innovation

Sustainability

- Begins during exploration stage and never ends.
- Ensure successful innovation at the school by
 - Constant vigilance
 - Adjustments to support the intervention if outside factors change
 - Attention remains on system supports/drivers

LEA/School Innovations

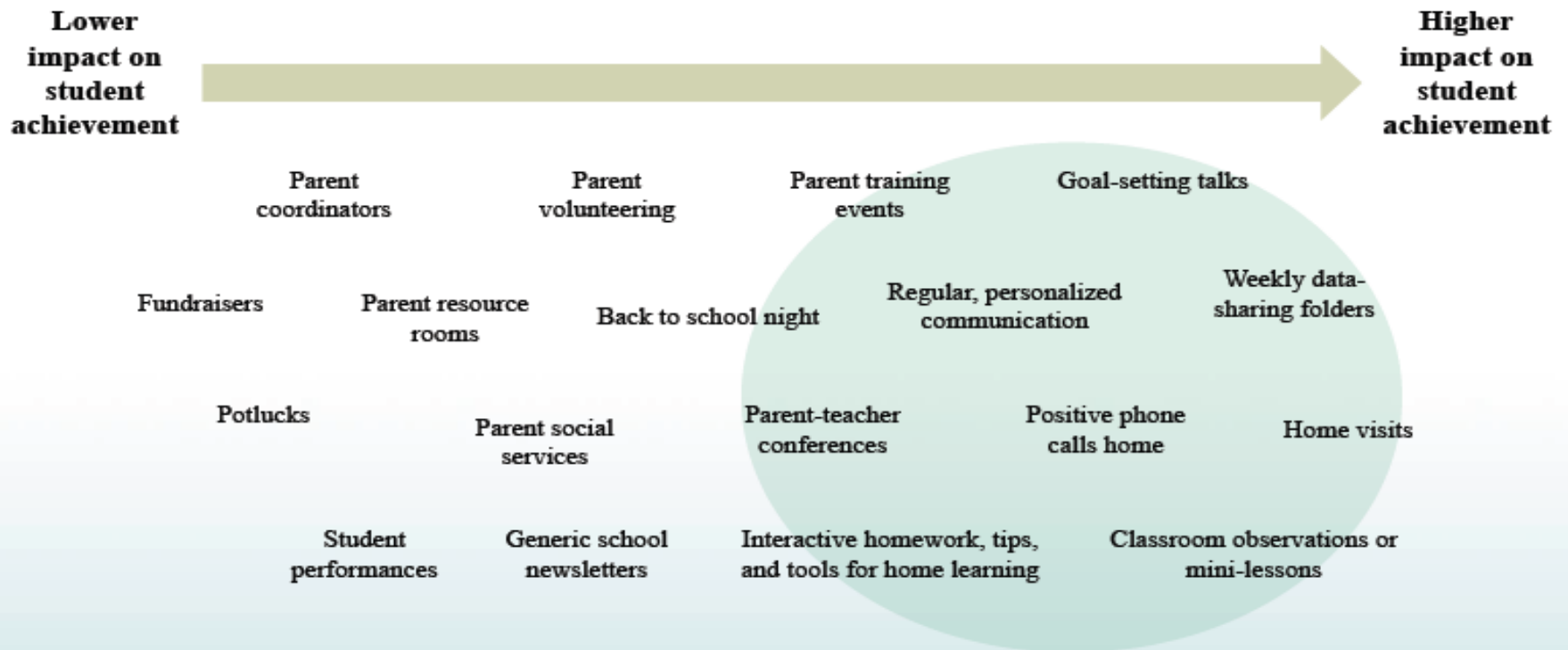
- Talk with your table about your local **innovations** and the **implementation** specific to your schools/district as it relates **parent and community engagement**.
- What is your innovation?
- Who is (are) the Purveyor(s)?
- What stage is your innovation in currently?
- Are all the implementation drivers in play?

Effective programs are disseminated by organizations that focus on the quality of implementation.

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Research & Resources utilized in this presentation

- Wallace, F., Blasé, K., Fixsen, D., Naoom, S. (2008). Implementing the Findings of Research: Bridging the Gap Between Knowledge and Practice. Educational Research Services, Alexandria, VA.
- <http://www.fpg.unc.edu/projects/state-implementation-and-scaling-evidence-based-practices-sisep-center>
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- http://www.nationalpirc.org/engagement_webinars/archive-webinar4.html
- Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies, D. (2007). Beyond the Bake Sale. The New Press, New York.
- Hoover-Dempsey, K.V., Whitaker, M.C, C.L. Ice. (2010). Motivation and Commitment to Family-School Partnerships. *Handbook of School-Family Partnerships*. New York: Routledge, 46-53.
- Clarke, B.L., Sheridan, S.M., Woods, K.E. (2010). *Elements of Healthy Family-School Relationships*. *Handbook of School-Family Partnerships*. New York: Routledge. 67.
- Henderson, A.T. & Mapp, K.L. (1993- 2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement: A Research Synthesis*. Southwest Educational Development Laboratory, Austin,Texas.



Thank you to NCACE for hosting our
meeting!